

6 month reporting date 12/01/04  
 12 month reporting date 06/01/05  
 Closed 6/6/05

## Hurley School District Improvement Plan/Progress Report Form

<b>Principle: Principle 3 Appropriate Evaluation</b>				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>School districts shall ensure, at a minimum, a child is assessed in all areas related to the suspected disability and those evaluation procedures include a variety of assessment tools and strategies to gather relevant functional and developmental information about the child. In six out of eleven files checked there was no evidence of functional assessment. Special education personnel have attempted to address the issue of functional assessment, however in six out of seven files there was no written analysis of functional evaluation. Teachers showed evidence of functional assessment in the present levels of performance, but they were not included in the written evaluation.</p> <p>The review team found no transition evaluations completed for three out of three files reviewed</p>				
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Through systemic change, the district/agency will achieve these results for students with disabilities and their families</p> <p>The district ensures the evaluation/reevaluation procedures and instruments meet the minimum requirement</p> <p>Functional evaluation will be included in each file</p>				
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>1. The district will evaluate and reevaluate all areas of suspected disability. Transition (For transition age students) Functional and developmental information about the child including information from the parents will be included. The parents will receive a copy of the evaluation report.</p>				
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>6 month progress</b> Record date objective is met</p>	<p><b>12 month progress</b> Record date objective is met</p>

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<p>1. What will the district do to improve?          All initial evaluations/reevaluations will include functional and developmental assessment in all skill areas affected by the disability.          What data will be given to SEP to verify this objective          The district will review 100% of the initial evaluation and reevaluations conducted during the 6-month reporting period and document the number of files that had functional assessments in each area of disability</p>	<p><b>12 MONTHS</b>  <b>4-1-05</b></p>	<p><b>SPED Personnel</b></p>	<p><b>Not met</b></p>	<p><b>Met 6/605</b></p>
<p>Please explain the data (6 month)          The Coop purchased the Brigance Test. This test has been used to evaluate all IEPS that have been reviewed . In the reviews up until Nov. 30, 2004 in 8 files reviewed .</p>				
<p>Please explain the data (12 month)          In 11 out of 11 files reviewed a functional and developmental assessment were added to each file</p>				
<p>2. What will the district do to improve?          The district will evaluate in the area of transition for transition age students.          What data will be given to SEP to verify this objective?          The district will review 100% of the initial evaluation and reevaluations conducted during the 6-month reporting period and document the number of files that had transition evaluations in the file</p>	<p><b>12 Months</b>  <b>4-1-05</b></p>	<p><b>SPED Personnel</b></p>	<p><b>Met 12-01-04</b></p>	
<p>Please explain the data (6 month)          In 3out of 3 files reviewed by Nov. 30, 2004. Transition evaluations have been included in these files</p> <p>The school uses the Brigance Employability Inventory and Informal Transition Questionnaires to evaluate the area of transition.</p>				

### **Hurley School District Improvement Plan/Progress Report Form**

<b>Principle:</b>	Principle 3 Appropriate Evaluation
<b>Present levels:</b>	(Statement of present levels of performance that resulted in area of non-compliance) The review team found no transition evaluations completed for three out of three files reviewed

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**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

. Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will ensure that each student age 14 or older will be assessed in the area of transition, and this information will be included in a written summary which is then transferred to the present levels in a skill based format. Hurley School district ensures that transition plans for students are a coordinated set of activates reflecting student strengths and interests, to prepare them for post high school activities.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)

The transition goals will be documented on the Present Level of Performance.  
2. Transition is addressed as life planning outcomes which are student driven on the transition pages of the individualized education program

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.  
Transition plans will be included in 100% of the IEPS for student's ages 14 and older.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**6 month  
progress**  
Record date  
objective is met

**12 month  
progress**  
Record date  
objective is met

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<p>1. What will the district do to improve?          The district will complete transition activities for each student of transition age          The district will review 100% of the files for transition ages that have been evaluated or reevaluated during the 6-month reporting and improvement period.          The district will document:          a. The number of files reviewed          b. The number of files, which contain transition evaluations that are summarized in a report.          c. The number of files strengths and needs are listed in PLP.            d. The number of files that link the students transition to the present level of performance          What data will be given to SEP to verify this objective?          The SEP will be given a copy of the data collected from a – d.</p>			<p><b>Met 12/01/04</b></p>	
<p>Please explain the data (6 month)          In 3 out of 3 files reviewed during the 6-month improvement period transition activities have been included in these IEPS. Each of these files lists the student's strengths and needs in the PLP. The IEPS also link the student's transition to the PLP. The district uses the Brigance Employability Inventory and Informal Transition Questionnaires to help determine transition goals. Transition activities have also been included in these IEPS.</p>				
<p>2. What will the district do to improve?          The district staff will receive training in the transition area. Teachers will contribute to the transition needs of the students. (what makes the students successful)          What data will be given to SEP to verify this objective?          The district will provide the SEP with information on the workshops, persons attending, dates and copy of the syllabus          What data will be given to SEP to verify this objective?</p>		<p><b>8/21/04</b></p>	<p><b>Met 12/01/04</b></p>	
<p>Please explain the data (6 month) Transition training for all special education staff was addressed at the August 27, 2004 in-service program conducted by the Cornbelt Educational Cooperative. Presenters were Mary Borgaman, School Psychologist from the NE Educational Coop and Bev Peterson, Eastern Transition Liaison representative from DOE.</p>				

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**Principle:**

Principle 5 Individualized Education Program

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

Present levels of performance should address the following and must be linked to the annual goals and objectives: student's strengths, student weaknesses, areas/skills to be addressed, parent input, how the student's disability affects the student's involvement and progress in the general curriculum.

The present levels of performance were not skill based in ten out of twelve of the files reviewed.

In three out of three early childhood Individual Education Programs, the Present Levels of Performance addressed placement of students. Placement should not be addressed until after goals and objectives have been written and the team is discussing Least Restrictive Environment.

There was no parent input documented in the present levels of performance in four out of twelve of the files reviewed.

There were no statements addressing the affect of the disability in general education in five out of eleven files reviewed.

In three out of three files reviewed for students over the age of 14, transition was not addressed in the present levels of performance.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All IEP's will contain present levels of performance based upon all skill areas affected by the student's identified disability. The present levels will be skill specific and address the affect the disability will have on the student's general education. All present levels will also include a statement of parental input.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will base the goals of the IEP on the Present Levels of Performance. As IEP's are reviewed the IEP goals will be written to make sure PLP will be included in the updated IEP

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. Reviewed IEP's will contain goals written to include PLP.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
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<p>1. What will the district do to improve?          The district will ensure all Present Levels of Performance are skill based and directly related to goals within the IEP.          The district will review 100% of the files that have been evaluated or reevaluated during the 6-month reporting and improvement period.          The district will document:</p> <ul style="list-style-type: none"> <li>a. The number of files reviewed</li> <li>b. The number of files, which contain skill based Present Levels of Performance</li> <li>c. The number of files strengths and needs are listed in PLP.</li> <li>d. The number of files that link the present levels to the goals and objectives.</li> <li>e. The number of files that include parent input in the Present Levels of Performance.</li> </ul> <p>What data will be given to SEP to verify this objective?          The district will send SEP the number of files verified to have this information and the number of files reviewed</p> <p>What data will be given to SEP to verify this objective?</p>			<b>Met 12/01/04</b>	
<p>Please explain the data (6 month)          In 21 of 21 files reviewed (Preschool, Speech, Resource) the files contain skill based PLP. The strengths and needs as well as linking the goals and objectives are included in these files.</p> <p>A parental statement is included in each reviewed IEP.</p>				

## HURLEY School District Improvement/Progress Report Form

<b>Principle:</b> Principle 5 Individualized Education Program
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) There were no statements addressing the affect of the disability in general education in five out of eleven files reviewed
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All IEPS will contain statements addressing the affect of the disability on the students.

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<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p>Each IEP reviewed in the next 12 months will contain a statement addressing the affects of the disability on the student.</p>				
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.          The district will include a statement containing the affects the disability in general education on each student's IEP</p>	<p><b>Timeline for Completion 12 months</b></p>	<p><b>Person(s) Responsible PED</b></p>	<p><b>6 month progress 11/30/04</b></p>	<p><b>12 month progress</b> Record date objective is met</p>
<p>1. What will the district do to improve?          Have a statement added to each IEP          What data will be given to SEP to verify this objective?          The district will send SEP the number of files verified to have this information and the number of files reviewed</p>		<p><b>SPECIAL ED PERSONNEL</b></p>	<p><b>Met 12/01/04</b></p>	
<p>Please explain the data (6 month)          In each of the IEPS that have been reviewed through Nov. 30. The IEPS contain a statement on how the disability affects the students general education. There have been 21 IEPS have been reviewed and rewritten at this time.</p>				
<p><b>Principle:</b>          : Principle 5 Individualized Education Program</p>				
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In three out of three files reviewed for students over the age of 14, transition was not addressed in the present levels of performance.</p>				
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure that each student age 14 or older will be assessed in the area of transition, and this information will be included in a written summary which is then transferred to the present levels in a skill based format.          Hurley School district ensures that transition plans for students are a coordinated set of activates reflecting student strengths and interests, to prepare them for post high school activities</p>				

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**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

1. The transition goals will be documented on the Present Level of Performance.
2. Transition is addressed as life planning outcomes which are student driven on the transition pages of the individualized education program

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. Transition will be included in 100% of the IEP's for students of Transition age.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? The district will complete transition activities for each student of transition age The district will review 100% of the files for transition ages and be evaluated and reevaluated during the 6-month reporting and improvement period. The district will document: a. The number of files reviewed b. The number of files, which contain transition evaluations that are summarized in a report. c. The number of files strengths and needs are listed in PLP. d. The number of files that link the students transition to the present level of performance. What data will be given to SEP to verify this objective? The district will send SEP the number of files verified to have this information and the number of files reviewed	<b>12 Months</b>		<b>Met</b> <b>12/01/04</b>	
Please explain the data (6 month) Transition is addressed as life planning outcomes which are determined by using the Brigance Employability Inventory Informal Transition Questionnaires are the As of November 30, 2004. 3 out of 3 files contain transition linked to PLP. Strengths and weaknesses are included in the PLP				

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<b>Principle:</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  In three out of three early childhood Individual Education Programs, the Present Levels of Performance addressed placement of students. Placement should not be addressed until after goals and objectives have been written and the team is discussing Least Restrictive Environment.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  All IEP's will contain present levels of performance based upon all skill areas affected by the student's identified disability. Placement decisions will not be made until after goals and objectives have been addressed.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b> The district will address Present Levels of Performance and goals prior to making placement decisions. Placement decisions will be made when considering least restrictive environment				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. When an IEP is reviewed PLP goals will be discussed before making the placement decision. This will be included on the IEP	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? The district will address only present levels in the PLOP portion of the IEP. What data will be given to SEP to verify this objective? The district will send the number of the Present Levels of Performance for all Early Childhood IEP's written within the 6 month improvement period.		<b>SPED Personnel</b>	<b>Met</b> <b>12/01/04</b>	
Please explain the data (6 month)				
In 6 out of 6 Pre school IEPS. The PLP is addressed in the PLOP portion of the IEP. The IEP Committee addressed the PLP and goals before making the placement decision using the criteria for least restrictive environment.				